

Charleston County School District's

TeachCharleston

A Pipeline to Teaching in Charleston County Schools

A Program Proposal Submitted to the South Carolina Department of Education

Table of Contents

Abstract/Summary

Part I: Overview—Charleston County School District

Part II: Evidence of Demonstrated Need—Teacher Supply and Demand

Part III: Program Purpose, Goals, and Description

Part IV: Research

Part V: Program Action Plan

- Proposed Population
- Key Partners and Personnel
- Performance Standards
- Evaluation and Certification
- Program Completion
- Curriculum
- Requirements and Procedures
- Recruitment Plan
- Program Evaluation Plan
- Budget

ABSTRACT

TeachCharleston
A Pipeline to Teaching in Charleston County School District

Part I: Overview of Charleston County School District

A. The School District

Charleston County School District (CCSD) is the second largest school system in South Carolina representing a unique blend of urban, suburban, and rural schools that span 1,000 square miles of coastal lands. CCSD serves more than 50,000 students in 85 schools and several specialized programs. CCSD offers a diverse, expanding portfolio of options—including neighborhood, charter, magnet, IB (international baccalaureate), and Montessori schools—and is divided into elementary and early, middle, and secondary Learning Communities, each led by an executive director. With approximately 6,500 employees district-wide, CCSD is the fourth largest employer in the region.

B. Mission Statement

To educate and support every child in achieving college, career, and citizenship readiness

C. Vision

CCSD is a premier school system in which

- Every child is supported in and out of school,
- Every child succeeds academically,
- Every child graduates from high school prepared for employment in the modern workforce or credential completion or postsecondary degree, and
- Every student, teacher, principal, and staff member is valued and respected with the opportunity to learn every day.

D. Values

- Service – We are selfless in support of our students and each other.
- Integrity – We honor truthfulness, fairness, consistency, and transparency.
- Inclusiveness – We treat each other with dignity and mutual respect.
- Equity – We target resources, support, and attention where the need is greatest.
- Collaboration – We are stronger when we work together on behalf of every child.
- Excellence – We make decisions that are student-centered, data-informed, and evidence-based.

E. Strategic Goals

- Strategy 1: Provide learning experiences that allow every student to master essential academic content and skills to be career, college and citizenship ready.
- Strategy 2: Provide learning environments and experiences that allow every student to develop and demonstrate talents, interests, and modern workplace skills.
- Strategy 3: Provide a safe, supportive, and inclusive environment for every student and adult in the system.

- Strategy 4: Implement a pipeline that recruits, supports, retains, and rewards talented teachers and principals for every school.
- Strategy 5: Align resources to address student needs.
- Strategy 6: Engage in continuous progress processes to create system effectiveness in meeting student needs.
- Strategy 7: Communicate student progress. Seek feedback and cultivate family and community partnerships to ensure success for every student.

Part II: Evidence of Demonstrated Need -- Teacher Supply and Demand

A. National Outlook

For the past 20 years, national research and policy have emphasized the demand for highly effective teachers. The influential report of the National Commission on Teaching and America's Future, "What Matters Most: Teaching for America's Future" (1996) emphasized the need to focus on teaching and student achievement ("What Matters Most: Teaching for America's Future"). What teachers know and can do is the most important influence on what students learn; therefore, the demand for strong, effective teachers is great.

Although 20 years of research has emphasized the need to recruit, prepare, and retain good teachers, the gap between the demand for strong teachers and the shortages in teacher supply have become greater. If current trends continue, we will see a 20 percent increase in annual teacher demand, a need for approximately 316,000 new teachers added to the field per year by the end of the next decade. The increase in the demand for effective teachers has increased for several reasons: 1) increased student enrollment which is projected to grow by 3 million in the next decade; 2) shrinking pupil-teacher ratios requiring an additional 145,000 teachers in the next 10 years; and 3) increased teacher attrition (Sutcher; Darling-Hammond; Carver-Thomas, 2016).

While the demand for strong, effective teachers is on a steady rise, teacher supply is shrinking. Based on current research, we could see as few as 200,000 available teacher hires each year for the next ten years, resulting in a need for 100,000 teachers each year. The decrease in teacher supply is a result of few new entrants to the teaching profession. Enrollment in teacher preparation programs has decreased by 35 percent in the past six years, and continues to decline. Additional factors, such as early retirement, capped compensation, and a competitive job market have also had a great impact on the decrease in entrants. (Sutcher; Darling-Hammond; Carver-Thomas, 2016).

B. State Outlook

According to the latest Supply and Demand Report from South Carolina's Center for Education, Recruitment, Retention, and Advancement (CERRA), South Carolina is facing similar concerns regarding teacher supply and demand. In preparation for the 2014-2015 academic year, 51,076.6 part-time and full-time teaching positions were allocated to public school districts. 12 percent of these positions were filled by newly

hired licensed teachers and the 2014-2015 academic year began with 338.6 vacant teaching positions across South Carolina. Sixty percent of all vacant teaching positions were mainly in the Lowcountry and Pee Dee regions where there are large school districts with high-poverty areas that encourage high teacher turnover rates as a result of location, working conditions, and salary (*A Report on the Fall 2014 Supply and Demand Survey*, 2016).

During this same year, 24,420 Bachelor's degrees were awarded by SC public and independent colleges and universities, but only 1,684 of these degrees were education degrees. The number of allocated vacancies far exceeded the number of education degrees awarded (*South Carolina Higher Education Statistical Abstract*, 2016).

Additionally, in South Carolina 6,208 individuals were enrolled with IHE (Institution of Higher Education) and non-IHE teacher preparation programs. Eighty-four percent were enrolled in a traditional teacher preparation program with a private or public IHE and 16 percent were enrolled in an alternative teacher preparation program with a non-IHE. Fewer than 20 percent of the 6,208 enrollees were non-white (Black, Native Hawaiian, Asian, American Indian, Hispanic/Latino). Only 37 percent of the total number of enrollees either remained enrolled or completed the programs (*South Carolina Title II Report for Academic Year 2014-2015, 2016*).

The 2014-2015 academic year and hiring season represents a steadily increasing need for certified teachers. Regardless of the teacher preparation program, the demand for qualified and credentialed teaching candidates is rising. Additionally, the need to recruit and retain non-white qualified and credentialed teaching candidates has become even more competitive for districts in South Carolina.

C. Charleston County School District Outlook

CCSD's hiring and employment follows the state and national trends for recruiting and hiring needs. During the 2014-2015 academic year, CCSD employed 610 teachers. Forty-one (6.7%) of these teachers were new teachers who entered the profession through an alternative route to certification (e.g., PACE, Teach for America, American Board, or Career and Technology Education). The following year, CCSD employed 643 teachers. Seventy (10.8%) of these teachers were new teachers who entered the profession through an alternative route to certification. As of October of the current academic year (2017-2018), CCSD has employed 569 teachers, 76 (13.3%) of these teachers are entering the profession through an alternative route to certification. The percentage of new hires who are becoming certified through an alternative route is increasing in CCSD. In addition to the increase in the number of alternative route new hires, CCSD is also experiencing an increase in the number of vacancies.

D. Proposed Solution

It is the intent of CCSD's Human Resources to create an overall strategic recruitment plan to recruit and prepare qualified teaching candidates. Based on the ever-rising need for teaching candidates, CCSD will continue to depend on the IHE and non-IHE programs to prepare and recommend teachers for credentials. However, it is imperative that we implement new strategies to address the ever-increasing teacher shortage crisis in order to meet the demands of our schools and community.

Therefore, the CCSD proposes TeachCharleston, an alternative certification program for various middle and secondary critical needs content and/or geographic hard-to-staff areas. TeachCharleston is aligned to CCSD's strategic and employment needs. This additional pipeline is designed to meet the supply and demand needs of our schools.

Part III: Program Purpose, Goals, and Description

A. Purpose of Program

TeachCharleston is a district-based alternative certification program for individuals who have the basic qualifications to teach in middle and secondary classrooms but have not completed a traditional teacher preparation program nor do they hold a South Carolina teaching credential. These basic qualifications include: a Bachelor's Degree or higher, with a minimum of 21 credit hours in the specified content area (math, science, English), from an accredited college or university; a 2.75 minimum GPA or grade equivalency of "C" or better in content area coursework; and minimal qualifying score(s) on the content area assessments required by the SCDE. Participants may qualify if they have not previously completed a teacher education program or held any type of teaching certificate.

TeachCharleston will provide TeachCharleston Fellows with clinical preparation in pedagogy of teaching as well as district-specific expectations for planning, instruction, management, and professionalism. Middle and secondary schools as well as district mentors and curriculum specialists within the district will be responsible for the induction and preparation of the TeachCharleston Fellows.

The TeachCharleston program has four major purposes:

- 1) To recruit, prepare, develop, and support content-strong individuals while simultaneously assisting these individuals in securing an initial teaching certificate;
- 2) To retain content-strong and effective teaching candidates by providing continuous personalized development and intensive support to these individuals as they earn their professional teaching certificate;
- 3) To recruit and employ teaching candidates from underrepresented demographic groups;
- 4) To provide strong, effective teachers who maximize student learning and growth.

B. Major Goals of Program

- 1) To increase the number of middle and high school teaching candidates in hard-to-staff content and/or geographic areas of CCSD;
- 2) To increase the number of middle and high school teaching candidates in underrepresented demographic groups;
- 3) To increase the effectiveness of novice teaching candidates entering teaching through an alternative certification program;
- 4) To retain middle and high school teaching candidates in hard-to-staff content and/or geographic areas of CCSD

C. Alignment of Program Purpose and Goals with CCSD's Strategic Plan

Strategy 4 of CCSD's Strategic Planning Overview includes a series of goals that support the development of a pipeline that recruits, supports, retains, and rewards talented teachers. TeachCharleston is intended to be another option for candidates to seek an alternative certification through a job-embedded teacher development program. This pipeline will provide the district with a teaching force of bright, talented individuals, often second-career professionals, who might not enter the profession without the existence of this alternative pathway to certification.

D. Description of Program

TeachCharleston targets candidates who are well versed in specific hard-to-staff content areas, specifically math, science, and English, while providing the preparation in the pedagogy necessary for success. CCSD will be recruiting recent graduates of colleges and universities as well as career changers who have met the coursework and content area assessment prerequisites for entry into the program. TeachCharleston is a three-year alternative certification program created with technical assistance from the South Carolina Department of Education (SCDE) Office of Educator Services for the purpose of providing an alternative pipeline for teacher certification specifically to meet the staffing needs of CCSD.

Part IV: Program Action Plan

A. Proposed Population

TeachCharleston will prepare twenty new middle and secondary math, science, and ELA teachers.

B. Key Partners and Personnel

1. CCSD

- a) Human Resources
 - Teacher Recruitment
 - Educator Effectiveness

- Certification
- b) Learning Services
 - Department of Innovation and Digital Learning
 - Professional Development
 - Curriculum and Instruction
- c) Assessment and Evaluation
- d) Fellows Support Team
 - **School Mentor** The responsibilities of the school mentor begin with an initial meeting with the Fellow prior to the start of Year 1. The school mentor is encouraged to commit to a two-year mentoring role to support the Fellow's transition to the classroom. Coaching and support include, but are not limited to, weekly conferences with the Fellow regarding planning, instruction, management, and professional obligations. The school mentor will observe the Fellow four times during Year 1 and three times during Year 2. Observations will follow the mentoring cycle (including pre- and post-observation conferences) and align with the appropriate performance standards based on individual teacher development. Additionally, the school mentor will maintain a professional and confidential relationship while providing the Fellow with guidance. The school mentor will attend Support Team meetings and submit completed records, as required by the program and district. The school mentor must have completed the state-approved mentor training.
 - **School Administrator** The responsibilities of the school administrator begin with a school orientation at the start of Year 1. The school administrator will make a recommendation for a school mentor and assist the mentor teacher and Fellow in coordinating time for collaboration and coaching. The administrator will observe the Fellow two times during Year 1, two times during Year 2, and conduct and serve on the summative evaluation team in Year 3. Additionally, the school administrator will adjust professional responsibilities and instructional time as needed for the Fellow to attend TeachCharleston seminars. The school administrator will attend Support Team meetings and submit completed records, as required by the program and district.
 - **District Mentor** The responsibilities of the district mentor begin with an initial meeting prior to the start of Year 1. The district mentor will observe the Fellow ten times during Year 1 and six times during Year 2. Observations will follow the mentoring cycle (including pre- and post- observation conferences) and align with the appropriate performance standards based on individual teacher development. Additionally, the district mentor will maintain a professional and confidential relationship while coaching the Fellow. The district mentor will attend Support Team meetings and submit completed records, as required by the program and district. The district mentor must hold current mentor training as well as training in Cognitive Coaching.

- **Content Expert** The responsibilities of the content expert begin with an initial meeting prior to the start of Year 1 during which the expert and the Fellow prepare lesson plans for the first four weeks of school. The content expert will observe the Fellow two times during Year 1 and two times during Year 2. Observations will provide content-specific feedback. The content expert will also be available for virtual conversations with the Fellow regarding content, materials, and assessments. Additionally, the content expert will maintain a professional and confidential relationship while coaching the Fellow. The content expert will attend Support Team meetings and submit completed records, as required by the program and district.
 - **TeachCharleston Instructors** The responsibilities of the instructors include attending curriculum training, conducting Summer Institute and Back-to-School pre-service trainings as well as facilitating Induction cohorts and quarterly seminars during each year.
 - **TeachCharleston Coordinator** The primary role of the TeachCharleston Coordinator is to coordinate collaboration among key partners and personnel, various school locations, and the local community to provide leadership in the development, implementation, recruitment, budget, and assessment of the overall TeachCharleston program. The TeachCharleston Coordinator will also assist in the management and administration of the ongoing program, including observations of TeachCharleston Fellows, as needed.
2. South Carolina Department of Education Office of Educator Services
The primary role of the SCDE Office of Educator Services is to provide technical assistance in the credentialing of teachers.
 3. TeachCharleston Advisory Board (includes representatives from local colleges and universities, Center for Educator Recruitment, Retention, and Advancement, local businesses and community organizations, TeachCharleston Fellows, school administration, and school mentors)
The primary role of the TeachCharleston Advisory Board is to provide program evaluation and review, as well as recommendations for program modifications.

C. Performance Standards

All teachers in CCSD are assessed using the ADEPT Performance Standards (South Carolina Teaching Standards 4.0). Teachers who hold an Induction 1 Contract and an Induction 2 (TeachCharleston – Years 1 & 2) in CCSD are formatively assessed using the state-approved Classroom Observation Tool and Resource Document, both of which also align to the South Carolina Teaching Standards 4.0 Rubric. Annual teachers (TeachCharleston -- Year 3) are summatively evaluated using the state-approved district evaluation system for annual contract teachers.

D. Evaluation and Certification

The growth, development, and success of TeachCharleston Fellows are assessed throughout the three-year program. Assessments are conducted both formatively and summatively to provide data sources. During year 3 of the program, Fellows will complete the state's requirements for a professional certification. The school administration, Director of Certification, Director of Teacher Effectiveness, and Director of Teacher Employment will make the final decision on submitting a recommendation for certification to the SCDE.

Benchmark Evaluations and Recommendations for Certification

Prior to Year 1

- Successful score on appropriate Praxis content area assessment(s) approved by the State Board of Education (SBE) for certification purposes.
- District recommendation to the SCDE for an Alternative Route Certification – TeachCharleston
- District submission of Confirmation of Employment (COE) to SCDE
- District assessment of formative and summative assignments included in TeachCharleston Basic Training and TeachCharleston Summer Institute I

Year 1 – Induction 1

- District formative assessment through coaching observations by school administration, district and school mentors, and a content expert;
- District coaching in the development of daily lesson plans and unit development, and professional behaviors, which are both reviewed as part of the formative assessment for Year 1
- District assessment of formative and summative assignments includes portfolio submission and seminar coursework

Year 2 – Induction 2

- District assessment of formative and summative assignments included in TeachCharleston Summer Institute II
- District formative evaluation as prescribed by the SCDE's ADEPT Regulation
- District assessment of formative and summative assignments includes portfolio submission and seminar coursework

Year 3 – Annual

- Summative evaluation through state-approved ADEPT summative evaluation process as prescribed by the SCDE's ADEPT Regulation

- Successful completion of the appropriate level of the Principles of Learning and Teaching exam by March 1 of the final year
- Successful completion of graduate course and/or district professional development equivalency

Year 4 – Annual Goals Based Evaluation or Annual Summative

(for Fellows who have not met all requirements for a professional certification)

- Formative or summative evaluation, according to ADEPT Regulation
- Successful completion of additional TeachCharleston and/or SCDE certification requirements, upon extension approval

Upon successful completion of all TeachCharleston requirements, CCSD requirements, SCDE requirements, and recommendations of CCSD personnel, the CCSD Director of Certification will submit a TeachCharleston Request for Professional Certificate to the SCDE.

Evaluation and Certification Timeline

Prior to Year 1

The TeachCharleston Fellow is responsible for completing the following prior to Year 1 of the individual's participation in TeachCharleston:

- Praxis II
- TeachCharleston Fellowship Acceptance
- Basic Training and Summer Institute I Portfolio

Request for Alternative Route Certificate – TeachCharleston and Confirmation of Employment submitted to SCDE

Year 1 – Induction 1

The CCSD's TeachCharleston program is responsible for providing the following during Year 1 of the individual's participation in TeachCharleston:

- Two coaching observations/conversations by a school administrator
- Two coaching observations/conversations by a content expert
- Ten coaching observations/conversations by a district mentor
- Four coaching observations/conversations by a school mentor
- Additional coaching observations, as needed

The TeachCharleston Fellow is responsible for completing the following during Year 1 of the individual's participation in TeachCharleston:

- Portfolio development throughout Year 1 to include formative assessment of the following TeachCharleston submissions: lesson and unit planning, Video Self-

Analysis, Observations of Experienced Educators, as well as various seminar assignments

- Portfolio submission at the conclusion of the year for summative evaluation and successful completion of Year 1
- Praxis Principles of Learning and Teaching exam (may opt to take year 2 or 3)

Request for Alternative Route Certificate – TeachCharleston and Confirmation of Employment submitted to SCDE

Year 2 – Induction 2

The CCSD’s TeachCharleston program is responsible for providing the following during Year 2 of the individual’s participation in TeachCharleston:

- Two observations by a school administrator
- Two coaching observations/conversations by a content expert
- Six coaching observations/conversations by a district mentor
- Three coaching observations/conversations by a school mentor
- Additional coaching observations/conversations, as needed

The TeachCharleston Fellow is responsible for completing the following during Year 1 of the individual’s participation in TeachCharleston:

- Basic Training and Summer Institute II Portfolio submission
- Portfolio submission at the conclusion of the year for summative evaluation and successful completion of Year 2
- Praxis Principles of Learning and Teaching exam (if not successful during Year 1)

Request for Alternative Route Certificate – TeachCharleston and Confirmation of Employment submitted to SCDE

Year 3 – Annual

The TeachCharleston Fellow is responsible for completing the following during Year 1 of the individual’s participation in TeachCharleston:

- Course grade for graduate course and/or certificate of completion for district professional development equivalency
- Praxis Principles of Learning and Teaching exam (if not successful during Year 2)
- state-approved evaluation process

Request for Professional Certification – TeachCharleston submitted to SCDE

Year 4 – Annual Goals Based Evaluation or Annual Summative Evaluation

- Course grade for graduate course and/or certification of completion for district professional development equivalency, if needed
- Praxis Principles of Learning and Teaching exam (if not previously successful)

- Successful completion of incomplete TeachCharleston requirements, if needed

Request for Professional Certification – TeachCharleston submitted to SCDE

E. Program Completion

TeachCharleston Fellows are required to complete all TeachCharleston requirements within three academic years of receipt of the first alternative route certificate. In order to be recommended for each year's alternative route certificate and final professional license the TeachCharleston Fellow must successfully complete the year's requirements in the specified time.

If a TeachCharleston Fellow considers leaving the program at the end of a contract year and prior to completing the program or is in need of an extension to complete the requirements of the program, it is recommended that the TeachCharleston Fellow submit the TeachCharleston Exit/Extension Request for review by the TeachCharleston Advisory Board and district personnel prior to March of the current contract year.

The TeachCharleston Advisory Board will consider the TeachCharleston Exit/Extension Request, and may recommend a Fellow exit the program and will notify the CCSD's Director of Teacher Employment as well as the SCDE.

The TeachCharleston Advisory Board will consider the TeachCharleston Exit/Extension Request identifying a Fellow who is to be considered for an extension and provide a written recommendation for a plan of re-entry into the program at a later time.

Extensions and re-entry into the program may only be approved for extenuating circumstances. Extension approval may be granted for one time only.

A TeachCharleston Fellow who leaves the program, who does not successfully complete the requirements of the program within the specified period of time, who leaves a teaching position during a contract year, or performs in ways to be detrimental (as determined by CCSD personnel) to the school, the students, the district, and/or the TeachCharleston program will not be allowed to continue in the program or reapply for the program. A candidate who does not complete the program successfully is not eligible to apply to another state-approved alternative route program; the individual may pursue educator certification through an approved traditional teacher preparation program at a regionally accredited college or university.

In the event that the TeachCharleston program ceases to operate, TeachCharleston Fellows will be eligible to resume completion of the certification process within a different state-approved alternative route program. Entry into that program will be determined by CCSD in collaboration with the SCDE.

F. Curriculum

In addition to the formative coaching and support of multiple pedagogical and content-specific experts, TeachCharleston will provide an extensive curriculum vertically aligned and personalized to the needs of novice educators. Additionally, the curriculum will develop a novice teacher's understanding and application of the Teaching Standards 4.0.

Curriculum Structure

- Year 1/Basic Training (two weeks during summer prior to Year 1)
- Year 1/Summer Institute I (one week prior to start of school)
- Year 1/District Orientation
- Year 1/Monthly Fellowships and Quarterly Seminars
- Year 2/Summer Institute II
- Year 2/TIPS (Teacher Induction and Preparation Support) Program Cohorts and Quarterly Seminars
- Year 3/Graduate Coursework and/or District Professional Learning Opportunities

Curriculum Content

- Professional Expectations: Self, Program, and Profession
- Understanding Organizational Structure and Purpose
- Self as Learner: Learning Theory, Behavioral Theory, Human Growth and Development
- Creating a Collaborative and Inclusive Learning Environment: Corrective/Preventative/Supportive Strategies for Classroom Management
- Instructional Planning (daily lesson planning, unit planning, long range planning)
- Instructional Methods in the Content Area
- Motivating and Engaging the Learner
- Assessment of Student Learning
- Using Student Assessment Data for Instructional Planning
- Personalized Learning and Differentiated Instruction
- Instructional Technology: Integrating Technology Into Teaching
- Inclusive Practices
- Understanding and Teaching Students of Poverty
- Developing Collaborative Environments with Parents and Community

Curriculum Personnel

The CCSD's Human Resources, Teacher Effectiveness, and Learning Services divisions, selected instructors, as well as the TeachCharleston Coordinator are responsible for the pedagogical and content-specific curriculum, as well as ensuring effective instruction. Members of the TeachCharleston Support Team for each teacher are responsible for

ongoing development of the pedagogy, content knowledge, skills, and professionalism of the Fellow.

G. Requirements and Procedures

Program Entrance Requirements

1. Bachelor Degree or higher, with a minimum of 21 credit hours in the specified content area (math, science, English), from an accredited college or university
2. Never completed a teacher education program or held any type of teaching certificate
3. 2.75 minimum GPA or completion of all required coursework with an equivalent of a grade of “C” or better
4. Minimal qualifying score(s) on the content area assessments required by the SCDE
5. Completion of SCDE application and requirements (online certification application, non-refundable \$105 application fee, official college transcripts, Praxis score report, electronic fingerprinting/background check, social security card)
6. Selected as a TeachCharleston Fellow through the program acceptance process
7. Confirmation of Employment as a teacher with CCSD

Program Acceptance Process

1. Pre-screening includes the submission of a professional resume, official transcripts from all colleges and universities attended, Praxis score report with passing score, three (3) professional references, CCSD online application
2. District clearance interview, panel interview, and writing sample for Fellowship selection
3. Invitation to Fellowship
4. School interviews for vacancy
5. Offer of employment letter for CCSD and a specified school location
6. TeachCharleston Agreement (commitment to teach for a three-year minimum in CCSD upon successful completion of program requirements and contract renewal each year)
7. Clearance for Teacher Certification as required by the SCDE
8. Additional CCSD and SCDE employment and certification requirements

H. Recruitment Plan

The strategic plan for teacher recruitment will include development and implementation of recruitment strategies that encourage non-traditional candidates, recent graduates, and career-changers to consider TeachCharleston as an alternate option to a traditional teacher preparation program. Strategies include, but are not limited to, advertising through social media and various professional networking platforms, informational sessions locally and in strategic locations around the state, direct contact with candidates at teacher recruitment events, job fairs, college career centers, virtual recruiting sessions, and math/science/ELA departments at local colleges and universities.

I. Program Evaluation Plan

TeachCharleston program will be evaluated using a longitudinal mixed methods approach that provides formative and summative data for both program improvement and program evaluation. Data sources include data collected from observations as well as individual assessment data for each participant. Data to be collected each year includes successful program completers, retention numbers, and demographic information. Qualitative data will be collected from participant, mentor, content expert, instructor, and administrators in the form of surveys, stakeholder discussions, and interviews. Additionally, an evaluation of the program's goals will be analyzed annually for program improvement. CCSD's Assessment and Evaluation will assist in the design and analysis of specific data. The analysis of the TeachCharleston program will be shared annually with the SCDE, CCSD, and various stakeholders. Modifications to the program based on data analysis will also be shared.

J. Budget

TeachCharleston is designed to include an expense to both the district and the participant. The district is responsible for extra duty/extra pay stipends for school mentors, content experts, and TeachCharleston instructors. An additional expense includes the salary for a district mentor in the Office of Teacher Effectiveness as well as materials for the program. Participants are responsible for the expenses associated with the costs of meeting certification requirements (initial application fee, fingerprinting, and Praxis content area exam, Praxis II Principles of Learning and Teaching exam, and graduate coursework) as well as personal costs incurred while attending various TeachCharleston sessions.

Works Cited

- “A Report on the Fall 2014 Supply and Demand Survey, 2016.” Edited by Jennifer Garrett, *CERRA*, CERRA, 2017, www.cerra.org/supply-and-demand.html.
- Leib Satcher, et al. “A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.” *Learning Policy Institute*, Learning Policy Institute, 2016, learningpolicyinstitute.org/product/coming-crisis-teaching.
- “South Carolina Higher Education Statistical Abstract 2016.” Edited by Mim Armour, *SC Higher Education Statistical Abstracts*, South Carolina Commission on Higher Education, 2017, www.che.sc.gov/DataPublications/SCHigherEducationStatisticalAbstracts.aspx.
- “2016 TITLE II REPORTS.” *Title II Higher Education Act*, United States Department of Education, 2016, title2.ed.gov/Public/Report/StateHome.aspx.
- “What Matters Most: Teaching for America's Future.” *National Commission on Teaching and America's Future*, National Commission on Teaching and America's Future, Sept. 1996, nctaf.org/wp-content/uploads/2012/01/WhatMattersMost.pdf.